

LAW 20-30



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BUSINESS EDUCATION

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Curriculum

Alberta
EDUCATION

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NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

TABLE OF CONTENTS

<u>Topic</u>	<u>Page</u>
1. Acknowledgements	1
2. Table of Contents	2
3. Philosophy of Business Education Program	3
4. Specific Objectives of the Alberta Business Education Program	4
5. Schematic Overview of Business Education High School Program	5
6. Guidelines for Structuring Business Education Course	6
6.1 Business Education Program: Course Sequences	8
7. Business Education Matrix	9
8. Alberta Education Publications	10
9. Introduction and Objectives: Law 20-30	11
10. Flowchart of Modules: Law	12
11. Law Modules:	
11.1 Nature of Law and the Civil Law System	13
11.2 Contract Law	17
11.3 Family Law	21
11.4 Basic Rights and Responsibilities	23
11.5 Labour Law	27
11.6 Property Law	31
11.7 Criminal Justice System	33
11.8 Consumer Law	37
11.9 Tort Law	39
11.10 Controversial Issues	43
12. Learning Resources	45
13. Correlation of Learning Resources	46

PHILOSOPHY OF BUSINESS EDUCATION PROGRAM

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,
2. Skills for immediate job entry, and
3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

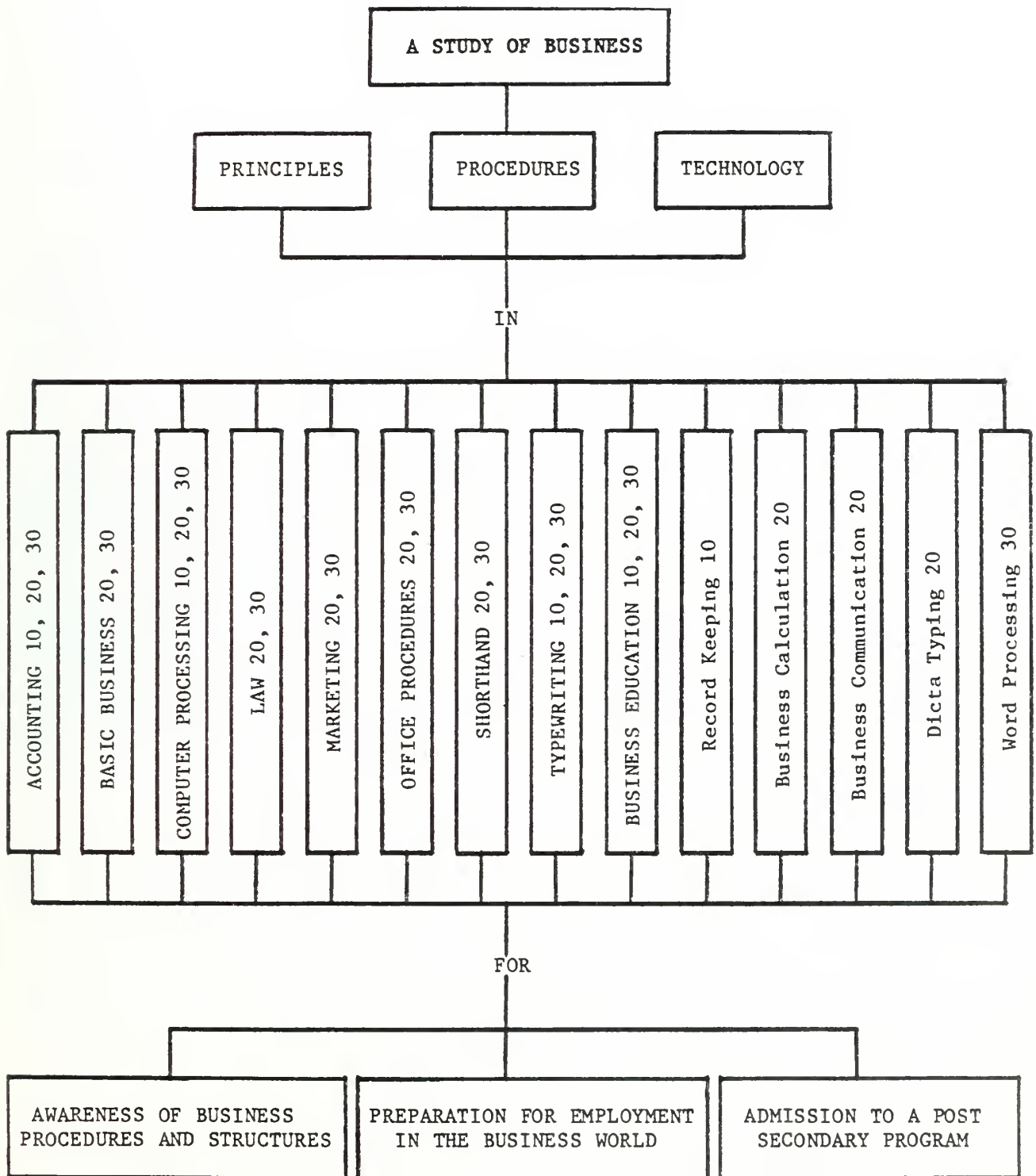
SPECIFIC OBJECTIVES OF THE ALBERTA BUSINESS EDUCATION PROGRAM

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.
2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.
3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.
4. To develop acceptable communication and interpersonal skills.
5. To develop the thinking strategies and problem-solving abilities of students.
6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.
7. To expose students to the vast laboratory of business for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.
8. To provide for a general understanding of business and the development of skills for personal use.
9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.
10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF BUSINESS EDUCATION HIGH SCHOOL PROGRAM



GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSE

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas, or strands.

- | | |
|---------------------------------------|--------------------------------|
| 1. Accounting 10, 20, and 30 | 5. Marketing 20 and 30 |
| 2. Basic Business 20 and 30 | 6. Office Procedures 20 and 30 |
| 3. Computer Processing 10, 20, and 30 | 7. Typewriting 10, 20, and 30 |
| 4. Law 20 and 30 | 8. Shorthand 20 and 30 |

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat certain modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e. Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINICOURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

- | | | |
|---------------------------|---|---|
| Record Keeping 10 | - | (1) Record Keeping 1
(2) Record Keeping 2
(3) Record Keeping 3 |
| Business Calculation 20 | - | (4) Business Calculation 1
(5) Business Calculation 2
(6) Business Calculation 3 |
| Business Communication 20 | - | (7) Business Communication - Development
(8) Business Communication - Practice
(9) Business Communication - Integration |
| Dicta Typing 20 | - | (12) Dicta Typing 1
(13) Dicta Typing 2
(16) Business Simulation |
| Word Processing 30 | - | (14) Word Processing 1
(15) Word Processing 2
(16) Business Simulation |

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

BUSINESS EDUCATION PROGRAM

Course Sequences

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.¹

<u>Maximum</u> <u>Credits</u>						
<u>13</u>	1501 Accounting 10	(3)(5)	2501 Accounting 20	(3)(5)	3500 Accounting 30	(5)
<u>15</u> ³	1527 Computer Processing 10	(3)(5)	2527 Computer Processing 20 ²	(3)(5)	3527 Computer Processing 30	(3)(5)
<u>10</u>			2541 Basic Business 20	(3)(5)	3541 Basic Business 30	(3)(5)
<u>30</u>	1542 Business Education 10	(3)(5)(10)	2542 Business Education 20	(3)(5)(10)	3542 Business Education 30	(3)(5)(10)
<u>3</u>	1550 Record Keeping 10	(3)				
<u>3</u>			2566 Dicta Typing 20	(3)		
<u>15</u>	*1565 Typewriting 10	(3)(5)	2565 Typewriting 20	(3)(5)	3565 Typewriting 30	(5)
<u>3</u>					3567 Word Processing 30	(3)
<u>10</u>			2555 Shorthand 20	(3)(5)	3555 Shorthand 30	(3)(5)
<u>10</u>			2545 Office Procedures 20	(3)(5)	3545 Office Procedures 30	(3)(5)
<u>3</u>			2543 Business Communication 20	(3)		
<u>3</u>			2544 Business Calculation 20	(3)		
<u>10</u>			2430 Law 20	(3)(5)	3430 Law 30	(3)(5)
<u>10</u>			2540 Marketing 20	(3)(5)	3540 Marketing 30	(3)(5)

¹ Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

² Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

³ A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

BUSINESS EDUCATION MATRIX

(13)* ACCOUNTING	(10)* BASIC BUSINESS	(15)* COMPUTER PROCESSING	(10)* LAW
C 1. Basic Accounting Concepts C 2. Journalizing and Posting C 3. Completing the Accounting Cycle C 4. Merchandise Accounting C 5. End-of-Year Adjustments & 8-Column Worksheets E 6. Optional Accounting Tasks E 7. Voucher System and End-of-Year Adjustments E 8. Departmentalized Accounting E 9. Partnership and Corporation Accounting E 10. Cost Accounting E 11. Financial Analysis E 12. Accounting Simulation I E 13. Accounting Simulation II: Computerized Accounting	C 1. Canadian Business C 2. Consumer Credit C 3. Insurance C 4. Economic Concepts C 5. Small Business Management I C 6. Management Techniques E 7. Personal Financial Planning E 8. Small Business Management II (Simulation)	C 1. Computers in Business E 2. Overview of Software E 3. Applications: Data Entry E 4. Applications: Word Processing E 5. Applications: Business Simulations E 6. Applications: Data Base E 7. Applications: Electronic Spread Sheet E 8. Overview of Introductory Programming Language E 9. Fundamentals of Input/Output E 10. Introduction to Advanced Computer Programming Techniques E 11. Advanced Computer Programming Techniques E 12. Extended Programming Project E 13. Introduction to Business Programming Language E 14. Applications in Business Programming Language E 15. Extended Project in Business Programming Language E 16. Graphics E 17. Business Systems Analysis and Program Development E 18. Machine/Assembly Language	C 1. Nature of Law and the Civil Law System C 2. Contract Law C 3. Family Law C 4. Basic Rights and Responsibilities C 5. Labour Law C 6. Property Law E 7. Criminal Justice System E 8. Consumer Law E 9. Tort Law E 10. Controversial Issues

(10)* MARKETING	(10)* OFFICE PROCEDURES	(10)* SHORTHAND	(15)* TYPEWRITING
C 1. World of Marketing C 2. Advertising and Sales Promotion C 3. Distribution of Goods and Services C 4. Marketing Research C 5. Pricing and Financial Activities C 6. Salesmanship E 7. Display E 8. Purchasing & Controlling Merchandise	C 1. Structure of the Business Office E 2. Personnel in the Business Office E 3. Business Communication E 4. Records Management E 5. Information Processing E 6. Clerical Routines E 7. Secretarial Routines E 8. Office Specialties I E 9. Office Specialties II E 10. Office Simulation	C 1. Shorthand Theory 1 C 2. Shorthand Theory 2 C 3. Shorthand Theory 3 E 4. Shorthand Theory, Dictation & Transcription 1 E 5. Shorthand Theory, Dictation & Transcription 2 E 6. Speed & Transcription Skill Building 1 E 7. Speed & Transcription Skill Building 2 E 8. Speed & Transcription Skill Building 3 E 9. Speed & Transcription Skill Building 4 E 10. Speed & Transcription Skill Building 5	C 1. Keyboarding C 2. Keyboarding, Centering and Tabulation C 3. Letters and Essays C 4. Reports C 5. Letters & Tables C 6. Manuscripts C 7. Tables, Business Forms & Financial Reports C 8. Business Correspondence E 9. Specialized Prod. Applications E 10. Production Projects & Review E 11. Professional Applications I E 12. Professional Applications II E 13. Simulation I E 14. Simulation II

<u>OPTIONAL</u>	1. Record Keeping 1	5. Business Calculation 2	9. Business Communication - Integration	13. Dicta Typing 2
Subject to restrictions noted in the curriculum guides, these optional modules may be used to enhance the above courses.	2. Record Keeping 2	6. Business Calculation 3	10. Business Research Project	14. Word Processing 1
	3. Record Keeping 3	7. Business Communication - Development	11. Goal Setting and Career Development	15. Word Processing 2
	4. Business Calculation 1	8. Business Communication - Practice	12. Dicta Typing 1	16. Business Simulation

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20	(3)* DICTA TYPING 20	(3)* WORD PROCESSING 30
C 1. Record Keeping 1 C 2. Record Keeping 2 C 3. Record Keeping 3	C 1. Business Calculation 1 C 2. Business Calculation 2 C 3. Business Calculation 3	C 1. Business Communication - Development C 2. Business Communication - Practice C 3. Business Communication - Integration	C 1. Dicta Typing 1 C 2. Dicta Typing 2 C 3. Business Simulation	C 1. Word Processing 1 C 2. Word Processing 2 C 3. Business Simulation

(30) BUSINESS EDUCATION 10-20-30
Modules from any of the 8 subject strands, and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

*Refers to maximum credits available.

Note: Core modules are prerequisite to elective modules.

Code: C - Core
E - Elective

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available to administrators and business education teachers from Alberta Education.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
 - 11.1 Record Keeping 10
 - 11.2 Business Calculation 20
 - 11.3 Business Communication 20
 - 11.4 Dicta Typing 20
 - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973

From School Book Branch

1. School Book Branch Catalogue
2. Implementing Computer Literacy Programs in Schools (Section 3)

For further information, contact Curriculum Branch, (Program Development Division), Edmonton or Calgary Regional Offices, (Program Delivery Division).

LAW 20

LAW 30

Introduction to Law

Law 20-30 is designed to promote the student's appreciation and understanding of the legal systems and relevant laws which regulate personal interactions and business-related activities. Through analysis of actual cases, the student will develop analytical reasoning skills and an awareness of the legal issues and legal procedures with which a citizen and employee must deal.

Objectives

The student will:

1. Develop a knowledge and understanding of the growth of our legal system and the courts which administer its principles.
2. Develop an understanding of the fundamental principles, terminology and structure of civil and criminal law.
3. Become aware of the rights and responsibilities of the individual and recognize the relationship these rights and responsibilities have on interactions with other individuals and society.
4. Develop tolerance and maturity in the critical analysis of our legal system.
5. Identify and use opportunities to apply logical thinking and good judgement in applying legal principles to business and personal problems.
6. Identify the rights and responsibilities of the parties to various types of contracts.
7. Investigate and apply the laws governing common consumer transactions.
8. Examine laws relating to the world of work and investigate the functions of the organizations that deal with the bargaining process.
9. Identify the rights, expectations and responsibilities of family members affected by marriage, separation, divorce, common-law relationships, and death.
10. Study the laws related to the rights and responsibilities of a renter or owner of real property.

FLOWCHART OF MODULES WITHIN LAW SUBJECT STRAND

LAW 20
CORE

1. Nature of Law and
the Civil Law Systems

2. Contract Law

3. Family Law

LAW 30
CORE

4. Basic Rights and
Responsibilities

5. Labour Law

6. Property Law

LAW 20-30
ELECTIVE

7. Criminal Justice System

8. Consumer Law

9. Tort Law

10. Controversial Issues

Notes on Course Implementation

The Law subject strand is composed of 10 modules. Law 20 may be offered for 3 or 5 credits. Law 30 may also be offered for 3 or 5 credits.

Three modules are designated core for the 20 level, three are designated as core at the 30 level. With the exception of Module 1, Nature of Law and Civil Law Systems, the modules are not sequential. Additional modules to form 5-credit courses may be selected from the elective Law modules, or from the Optional strand.

Modules from the Optional strand which are recommended for integration into the law program are:

- Module 10. Business Research Project
- 16. Business Simulation

Refer to individual modules for further information regarding equipment requirements or prerequisites.

MODULE 1: NATURE OF LAW AND CIVIL LAW SYSTEM

Status: Core -- Law 20
Prerequisite: None

Purpose: To study and evaluate the foundations of the Canadian Legal System.

TOPIC	LEARNING TASKS	TEACHING NOTES
Origin of Law	<p>The student will be able to:</p> <p>recognize the need for law in our society</p> <p>identify the origins of Canadian law</p>	<p>Prepare a time chart showing the development of law from Hammurabi to the present time</p> <p>Report on the significance the Magna Carta had on our present laws</p>
Sources of Canadian Law	<p>describe the roots of the Canadian legal system</p> <p>differentiate between common law and statute law</p> <p>describe the steps required to make a bill into law</p> <p>recognize the importance of the Canada Act</p> <p>discuss the current status of the Canada Act and its implications for federal and provincial relations</p> <p>explain the status of the Charter of Rights</p>	<p>Prepare a poster illustrating the steps required to make a bill into law</p> <p>Ask a guest speaker (Local MP or MLA) to explain its significance</p>
Classification of Law	<p>identify and explain the various types of law</p>	<p>Prepare a wall chart showing the various classifications of law and indicating their relationships to one another</p>

LAW: 1:1

TOPIC	LEARNING TASKS	TEACHING NOTES
Canadian Courts	<p>explain the history of our court system, the purpose of our court system, and the functions of the different court personnel</p> <p>recognize the relationship between the federal and provincial courts, showing the specific purpose of each court and the different types of cases with which each deals</p> <p>recognize the typical layout of a courtroom</p>	<p>Prepare a display showing these positions and showing their functions and career qualifications</p> <p>Prepare a diagram of the various courts</p> <p>Visit your local court and report on a specific case</p> <p>Prepare a poster showing the layout of a typical courtroom</p>
Doctrine of Precedent	recognize the importance of the Doctrine of Precedent in our common law system, through research on cases which have established precedents	Donahuge and Stevenson 1931
Rule of Law	explain the significance of the rule of law to our legal system	Prepare a poster (collage) indicating that we are all equal before the law
Due Process of Law	explain the meaning of the due process of law	Prepare a poster demonstrating how everyone is entitled to a "day in court"
History of the Civil Law System	describe the evolution of our civil law system	Prepare a timeline of the evolution of civil law
Nature of Civil Law	recognize that civil law is concerned with the relationships between individuals and includes torts, contracts, and property rights	<p>Prepare a pie chart illustrating the the civil law components</p> <div style="text-align: center;"> <p>Torts Contracts</p> <p>Property Rights</p> </div>
Application of Civil Law	list the five elements of a valid contract	<ol style="list-style-type: none"> 1. Offer and acceptance 2. Consideration 3. Capacity 4. Genuineness 5. Legal purpose

TOPIC	LEARNING TASKS	TEACHING NOTES
Application of Civil Law (cont'd)	<p>describe the various types of contracts, such as labour contracts, contracts of sale, insurance contracts, and marriage contracts</p> <p>analyze cases illustrating intentional and unintentional tort law</p> <p>demonstrate an understanding of the civil law concepts relating to purchase, ownership or rental of property</p>	<p>Prepare a set of posters illustrating various intentional and unintentional torts</p> <p>Obtain various rental contracts and compare these</p>
Civil Law Defences	<p>identify and describe the defences available to a person accused of a civil offence</p>	<p>Follow contemporary court cases through newspaper articles</p>
Civil Law Compensation	<p>distinguish between the different types of damages that may be awarded by the courts</p> <p>describe other types of remedies which are available</p>	<p>Prepare a chart showing types of damages with examples:</p> <p>a) Special c) Nominal b) General d) Punitive</p> <p>a) Injunctions b) Replevy c) Rescission</p>
Insurance (As Compensation)	<p>identify the various types of insurance which are available as alternative sources of compensation</p> <p>describe the circumstances and the procedures to be followed when applying for compensation from the Motor Vehicle Claims Fund</p>	<p>Motor Vehicle Claims Fund Crimes Compensation</p>
Civil Law Procedure	<p>describe the civil law trial procedure and explain how it differs from criminal trial procedure</p>	

MODULE 2: CONTRACT LAW

Status: Core -- Law 20

Purpose: To identify the rights and responsibilities of the parties to various types of contracts.

TOPIC	LEARNING TASKS	TEACHING NOTES
Contract	<p>The student will be able to:</p> <p>define a contract</p> <p>explain the distinction between enforceable legal agreements and agreements of a social nature</p> <p>identify the essential elements of a contract</p> <p>explain the differences between simple and specialty contracts</p>	<p>An agreement enforceable at law. Do library research and report on the development of contract law</p> <p>The intent of the parties to create legal obligations</p> <p>Give examples of business agreements and social agreements</p> <p>a) Agreement b) Consideration c) Capacity d) Genuineness e) Legal purpose</p>
Offer and Acceptance	<p>identify and describe the forms of communication that apply to offer and acceptance;</p> <p>demonstrate the basic principles of offer and acceptance through the analysis of case studies</p>	<p>Collect newspaper clippings identifying offer and acceptance</p>
Consideration	<p>define and provide examples of the various forms of consideration</p> <p>explain consideration as it relates to simple and specialty contracts as well as special cases</p>	<p>Consideration: The values that the parties exchange that induce them to be bound</p> <p>Students to collect and display various forms of consideration</p> <p>Specialty contracts - no consideration required Past consideration - not valid Pledges - valid if for a specific purpose</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Legal Capacity	<p>explain why the law places restrictions on the ability of some groups or individuals to enter into contracts</p> <p>evaluate the merits of the restrictions and/or protection offered to various groups or individuals</p> <p>analyze case studies and defend, through legal reasoning, the responsibility of parties with limited capacity</p>	<p>investigate personal history of persons with limited capacity:</p> <ul style="list-style-type: none"> a) minors b) intoxicated persons c) mentally incompetent d) indians or reservations
Genuineness of Consent	<p>explain the effect of various forms of consent on contractual agreements</p> <p>outline the legal remedies or options available to the "injured" parties</p> <p>analyze the influence of consumer protection legislation upon the principle of "Caveat Emptor"</p>	<ul style="list-style-type: none"> a) innocent misrepresentation b) fraud c) mistake d) duress e) undue influence <p>Fair Trade Practices Act Direct Sale Cancellation Act</p>
Legal Purpose	<p>identify the legal purpose of a contract and recognize illegal or unenforceable contracts</p> <p>explain why various purposes are deemed illegal</p>	<p>Contracts are <u>NOT</u> enforceable if the object is against established law or public policy</p>
Assignment of Rights and Obligations	<p>summarize the basic rules relating to the transfer of rights and obligations</p>	<p>You can assign a right but not an obligation</p> <ul style="list-style-type: none"> a) Assignment must be in writing b) Debtor must be notified c) Cannot increase debtor's obligations
Limitation of Actions	<p>describe the limitation period that applies to various forms of contracts</p> <p>recognize the conditions under which an outlawed contract may be enforced</p> <p>contrast the limitation periods that apply to contractual situations with those that apply to criminal situations</p>	<p>RSA 1980 Chapter</p> <p>Acknowledgement Promise to pay Partial payment</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Breach of Contract	<p>determine, through analysis of case studies if a breach of contract has occurred and choose an appropriate remedy</p> <p>illustrate the difference between a complete and partial breach and select an appropriate remedy</p> <p>identify the basic purposes of remedies for breach of contract</p>	<p>Conditions</p> <p>Warranties</p> <p>Replevy</p> <p>Recission</p> <p>Specific Performance</p>
Discharge of Contract	<p>describe the ways in which the parties to a legal agreement may discharge their responsibilities and duties as stated in the terms of the agreement</p>	<p>a) Performance</p> <p>b) Impossibility</p> <p>c) By Law</p> <p>d) By Death</p> <p>e) By Bankruptcy</p> <p>Prepare a poster showing legal tender or various ways to complete a contract</p>
Simple Contracts	<p>design contracts which cover the basic business aspects</p>	<p>a) Employment</p> <p>b) Rental</p> <p>c) Marriage</p> <p>d) Insurance</p> <p>e) Conditional Sales</p> <p>f) Credit</p> <p>Collect various contracts and analyse for the essential elements</p>

MODULE 3: FAMILY LAW

Status: Core -- Law 20

Purpose: To study the roles, expectations, responsibilities and rights of individual family members affected by marriage, separation divorce, and common-law relations. In addition, to examine the advantages of a carefully planned distribution of estate property.

TOPIC	LEARNING TASKS	TEACHING NOTES
Marriage	<p>The student will be able to:</p> <p>list and describe the major legal points concerning the requirements of a valid marriage</p> <p>describe the rights and responsibilities of both parties during the engagement and marriage period</p> <p>understand the relationship of marriage contract to a regular contract</p> <p>prepare a chart showing the rights and responsibilities of each marriage partner</p>	<p><u>Marriage Contract</u></p> <p>Offer - ring</p> <p>Acceptance - of ring</p> <p>Consideration - promise to perform</p> <p>Capacity - legal age</p> <p>- free</p> <p>Genuineness - no duress</p> <p>Legality - of purpose</p> <p>Bureau of Vital Statistics</p> <p>Obtain marriage contracts and show how it meets the requirements of a valid contract</p> <p>Discuss their validity and purpose</p>
Marital Breakdown	<p>investigate and report upon each form of marital breakdown and the legal processes involved</p> <p>prepare a chart outlining the various conditions under which a divorce may be granted</p> <p>discuss the implications of the Matrimonial Property Act with regard to division of property upon divorce</p>	<p>Visit a divorce court and report to the class</p> <p>Court of Queen's Bench</p> <p>Adultery</p> <p>Sodomy</p> <p>Bestiality</p> <p>Marital Breakdown</p> <p>Mental Cruelty</p> <p>Physical Cruelty</p> <p>Absence</p> <p>R.S.A. 1980 Chapter Matrimonial Property Act</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Special Concerns	<p>describe the implications of marital breakdown on:</p> <ul style="list-style-type: none"> a) Custody b) Maintenance c) Common-Law Relationships d) Young Offenders Act <p>research the historical basis of common law relationships and the legal consequences</p>	<p>Request a guest speaker from the family court to explain the special concerns regarding custody and maintenance</p>
Wills and Estates	<p>define a will and recognize the elements of a will</p> <p>evaluate the benefits of having a will</p> <p>list the capacity qualities to be possessed by a testator at the time of the execution of a will</p> <p>summarize the statutory requirements that must be met in making a solemn or holograph will</p> <p>assess the various methods of making changes in a will</p> <p>list the ways an existing will may be revoked or cancelled</p> <p>describe the process of probating a will including the role of the executor and the distribution of assets</p> <p>list the steps in probating a will and distributing the assets of an estate</p>	<p>Collect newspaper articles showing the consequences of not preparing an adequate will</p> <p>Holograph: in the maker's own handwriting</p> <p>Prepare a poster showing the two types of wills</p>
Intestate Succession	<p>define intestate</p> <p>describe the legal procedure to be followed in distributing property which is left intestate</p> <p>summarize how the property distribution is determined under the Intestate Succession Act</p> <p>prepare a chart showing the distribution of assets of an estate under the Intestate Succession Act</p> <p>compare the inequities of distribution which can occur under intestate succession with the procedure when a will is available</p>	<p>Without a will R.S.A. 1980 Chapter Intestate Succession Act</p>

MODULE 4: BASIC RIGHTS AND RESPONSIBILITIES

Status: Core -- Law 30

Purpose: To examine an individual's basic legal rights and to assess the responsibilities these rights impose.

TOPIC	LEARNING TASKS	TEACHING NOTES
Concept of Rights	<p>The student will be able to:</p> <p>define the concept of rights</p> <p>explain the relationship which rights have to freedom and liberty</p> <p>relate the concepts of rights, freedom and liberty to the Universal Charter of Rights</p>	<p>Display various Charters or Rights</p> <p>a) Universal Charter of Rights</p> <p>b) Canadian Charter of Rights</p> <p>c) Children's Bill of Rights</p> <p>d) Individual Rights Protection Act</p> <p>United Nations - Charter of Rights</p>
Human Rights	<p>identify the fundamental human rights we all possess</p>	<p>life, liberty, happiness</p>
Civil Rights	<p>describe civil rights</p> <p>recognize how these rights could be lost or taken away</p>	<p>Prepare two charts comparing human rights and civil rights.</p> <p>Freedom of speech</p> <p>Freedom of press</p> <p>Freedom of religion</p> <p>Freedom of assembly</p>
Canadian Charter of Rights	<p>examine the Canadian Charter of Rights with the view of recognizing what is, and is not, covered</p> <p>recognize the necessity and value of Charter of Rights</p> <p>assess the impact of the changes incorporated into the Charter of Rights</p>	<p>Request a guest speaker to explain the implications of the Charter of Rights to various groups within our society (government or police)</p> <p>Collect newspaper articles on legal interpretations of the Charter of Rights</p>
Minority Rights	<p>identify various minority groups and investigate the scope of the legal protection for these groups</p>	<p>Natives</p> <p>Youth</p> <p>Disadvantaged</p> <p>Women</p> <p>Immigrants</p>

LAW: 4:1

TOPIC	LEARNING TASKS	TEACHING NOTES
Minority Rights (cont'd)	<p>identify the rights that minority groups possess</p> <p>examine the need to protect these rights and the methods that can be used by the citizen</p>	
Legal Rights	<p>explain the legal rights we all possess under the Charter of Rights (Section 7-14)</p>	<p>Prepare a poster showing the legal rights a citizen has under the new charter</p>
Student Rights	<p>describe the rights students have in such areas as freedom of speech and assembly, dress regulations, locker search, and access to student records</p> <p>explain the right to an education, including compulsory education exemptions, suspension, and expulsion</p> <p>describe the various types of punishment acceptable within the school environment</p> <p>compare student's liability and the school's liability under a variety of circumstances, such as accidents, negligence, vandalism, etc.</p>	<p>R.S.A. 1980 School Act</p> <p>Obtain a copy of the School Act and prepare a chart indicating student rights</p>
Individual Rights Protection Act	<p>illustrate how the Individual Rights Protection Act differs from the Charter of Rights and the special protections available to individuals within this act</p> <p>outline the procedure for appealing to the Human Rights Commission</p>	<p>R.S.A. 1980</p> <p>Prepare a chart outlining the procedure to be used in appealing to the Commission</p>
Rights to Equality	<p>recognize the individual's rights under the law to ensure freedom from discrimination in areas of sex, age, race, religion and prejudice</p> <p>analyze various cases based on discrimination with particular emphasis on recent legal decisions</p>	<p>Newspapers</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Conflict of Rights	<p>relate the rights of an individual to the obligations of a member of society</p> <p>recognize the circumstances where legal solutions are necessary to mediate a conflict between the rights of the individual the rights of society</p>	<p>Prepare a chart comparing an individual's rights to his/her responsibilities as a citizen</p>

MODULE 5: LABOUR LAW

Status: Core — Law 30

Purpose: To examine the basic laws relating to the world of work, union organizations and their functions, and the collective bargaining process.

TOPIC	LEARNING TASKS	TEACHING NOTES
Employment Contracts	<p>The student will be able to:</p> <p>identify the various types of employment contracts and recognize the distinguishing characteristics</p> <p>list the main features of the various types of employment contracts</p>	<p>a) Master and servant b) Principal and agent c) Independent contractor</p>
Labour Legislation	<p>discuss the importance of the various Federal and Provincial acts regarding labour</p> <p>evaluate the effectiveness of anti-discrimination laws</p> <p>analyze some of the problems with the Unemployment Insurance Act</p> <p>evaluate the significance of various types of fringe benefits in the employment contract</p>	<p>R.S.A. 1980 Labour Relations Act R.S.A. 1980 Labour Act Individual Rights Protection Act Workers' Compensation Act Unemployment Insurance Act</p> <p>Request a guest speaker from the Labour Standards Branch to explain employee/employer rights and responsibilities Labour Standards Branch</p> <p>Medical Dental Insurance Retirement</p>
Development of Unions	<p>describe the conditions that inspired the union movement</p> <p>identify the principal functions of unions</p>	<p>Prepare a report on the history of labour unions</p>

LAW: 5:1

TOPIC	LEARNING TASKS	TEACHING NOTES
Development of Unions (cont'd)	<p>distinguish between a craft union and an industrial union</p> <p>outline the relationship between international and national unions</p> <p>analyze the alternatives to the right to strike</p> <p>list a number of influential Canadian Unions</p>	<p>Prepare a flowchart showing various unions and their relationships</p>
Rights and Responsibilities	<p>list the responsibilities of the employer and the employee under an employment contract</p> <p>explain how a labour contract may be terminated</p> <p>outline the grievance procedure used for the wrongful dismissal of an employee</p>	<p>Prepare a chart showing the relationship of an employment contract to a regular contract</p> <p><u>Employment Contract</u></p> <p>Offer - to provide work</p> <p>Acceptance - of work</p> <p>Consideration - service/pay</p> <p>Capacity - to work</p> <p>Genuineness - no duress</p> <p>Legality - of the job</p> <p>With notice</p> <p>Without notice</p> <p>Diagram the steps in a typical grievance procedure</p>
Collective Bargaining	<p>list the steps in the collective bargaining process</p> <p>summarize the step-by-step process for grievance</p> <p>analyze the advantages and the disadvantages of strikes and lockouts as a means of persuasion in the collective bargaining process</p>	<p>Collect newspaper articles on various labour conflicts and discuss the issues</p> <p>Request speakers from various interest groups to present the points of view; for example, bargaining agents</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
<p>Management-Labour Relations</p>	<p>analyze the potential points of conflict in management-labour relations</p> <p>comparing objectives of management/labour to show areas of conflict</p> <p>recognize the probable positions held by both management and labour on points of conflict</p> <p>identify ways in which the aims of management and labour could be in greater harmony</p>	<p>Research and report on management/labour relations in other countries and alternate ways used to solve problems</p>

MODULE 6: PROPERTY LAW

Status: Core -- Law 30

Purpose: To study the general laws governing the purchase or rental of real property including the student's rights and responsibilities as a renter or owner.

TOPIC	LEARNING TASKS	TEACHING NOTES
Landlord and Tenant	<p>The student will be able to:</p> <p>define the terms tenant and leasehold interest</p> <p>describe the basic forms of tenancy</p> <p>recognize the responsibilities of both landlord and tenant</p>	
Rental Agreements	<p>explain the basic principles of contract law that apply to rental agreements</p> <p>identify the tenant's basic rights provided by statute</p> <p>collect, analyze, and report upon "like" clauses found in lease agreements currently in use in the local area</p>	<p>Collect and complete application and lease forms and compare the various elements</p> <p>Obtain a rental accommodation report and discuss its importance</p> <p>Landlord and Tenant Advisory Board</p> <p>R.S.A. 1980 Chapter Landlord and Tenant Act</p> <p>Research and compare the costs of various forms of rental accommodation</p> <p>Prepare a map showing the costs of various types of accommodation in different parts of the community</p>
Remedies and Basic Rights	<p>describe the general remedies available to the tenant</p> <p>identify the landlord's basic rights provided by statute</p> <p>describe the general remedies available to the landlord</p>	<p>Prepare a chart comparing the rights of the landlord and the tenant</p>
Breach of Contract	<p>assess the procedures available to landlords for breach of contract</p>	

TOPIC	LEARNING TASKS	TEACHING NOTES
Termination	<p>describe the procedure for providing notice of termination on the part of either party</p> <p>explain the process of giving proper notice of rent increases</p>	<p>Prepare copies of termination notices and display on a bulletin board</p> <p>Prepare copies of the proper forms and display on a bulletin board</p>
Assisting Agencies	<p>identify the agencies which offer assistance with rental problems</p> <p>contrast the problems handled by each agency</p>	<p>Landlord and Tenant Advisory Board Department of Consumer and Corporate Affairs</p> <p>Request a guest speaker to discuss various problems and available remedies</p>
Real Property	<p>identify and describe the various forms of ownership in land that may be held</p> <p>compare the rights under each form of ownership</p> <p>discuss the rights enjoyed by a landowner</p> <p>explain the procedures involved in the buying and selling of real property</p> <p>contrast the relative merits of renting and home ownership</p> <p>explore the various ways of purchasing real property</p> <p>examine the sources of funding available for the acquisition of real property</p>	<p>Prepare a chart comparing renting and home ownership</p> <p>Prepare a display of these sources</p>
Issues in Obtaining Real Property	<p>critically assess the implications of high interest rates on the costs of accommodation</p> <p>examine the government's role in the area of personal accommodation</p>	<p>Prepare a graph showing the cost of a house at different interest rates</p> <p>Request a guest speaker from Central Mortgage and Housing Corporation to discuss the government's role</p>

MODULE 7: CRIMINAL JUSTICE SYSTEM

Status: Elective -- Law 20 or 30

Purpose: To examine the nature of a crime, and the various elements of our criminal justice system.

TOPIC	LEARNING TASKS	TEACHING NOTES						
History of the Criminal Justice System	<p>The student will be able to:</p> <p>recognize the historical basis of criminal law</p> <p>identify the origin of the "Canadian Criminal Code" from British Common Law and identify various additions and amendments</p>	<p>Prepare a time chart indicating the separation and development of criminal law, including the origin of the Canadian Criminal Code or prepare a chart showing the elements of the "Criminal Justice System"</p>						
The Nature of a Crime	<p>define a crime</p> <p>describe the elements of "mens rea" and "actus reus"</p> <p>name the parties to a criminal offence and define their involvement</p> <p>distinguish between an attempt and the actual commission of an offence</p> <p>explain and give examples of strict liability</p>	<p>Act against the state</p> <table border="1"><tr><th colspan="2">Crime</th></tr><tr><td><u>Mens Rea</u></td><td><u>Actus Reus</u></td></tr><tr><td>Mental Capacity</td><td>Property Pension State</td></tr></table> <p>Principal offender Abbetor Aider Counsellor Accessory after the fact</p>	Crime		<u>Mens Rea</u>	<u>Actus Reus</u>	Mental Capacity	Property Pension State
Crime								
<u>Mens Rea</u>	<u>Actus Reus</u>							
Mental Capacity	Property Pension State							
Police	<p>recognize the role of the police in our judicial system</p> <p>describe the powers of the police with respect to arrest, search and seizure,</p> <p>understand the significance of the Charter or Rights</p> <p>explain the right of 'habeas corpus'</p> <p>state the rights of the individual with regard to questioning by the police</p> <p>outline the procedure for the granting of interim release</p>	<p>Invite guest speaker to explain the role of the police, local police departments of R.C.M.P.</p> <p>Review Charter of Rights</p> <p>Recognisance Bail</p>						

LAW: 7:1

TOPIC	LEARNING TASKS	TEACHING NOTES
Specific Offence	identify and describe various selected offences and give the penalties for each	Review Canadian Criminal Code Collect and discuss newspaper articles showing various offences Hold a moot appeal court reviewing a case illustrating a specific offence
Legal Aid	describe the various sources of legal aid explain the type of legal aid available at each source	Visit various agencies and prepare a report for class discussion Legal Aid Student Legal Service John Howard Elizabeth Fry Native Counselling AADAC Invite guest speakers from various legal aid agencies to explain their role
Criminal Trials	recognize the legal procedure for handling the various criminal offences explain the purpose of a preliminary hearing discuss the election and plea procedure including plea bargaining describe how a jury is selected describe how a trial is conducted including the instructions to the jury and rules of evidence	Include both summary conviction and indictable offences. Student to prepare a chart of criminal trial procedure and/or diagram a typical courtroom "Jury" a pamphlet from Attorney General's Department

TOPIC	LEARNING TASKS	TEACHING NOTES
Defences	identify and describe the various defences available to a person accused of a criminal act	Students to collect newspaper articles on current trials and discuss the defences used: a) Denial b) Insanity c) Drunkenness d) Double Jeopardy e) Self-defence f) Automatism g) Necessity h) Mistake i) Entrapment j) Provocation
Appeals	discuss the history and theory of appeals give the reasons why appeals can be granted describe the powers of appeal courts explain the function of the Supreme Court of Canada with regard to appeals	Diagram the avenues of appeal, prepare a poster a) Leave sentence b) Increase sentence c) Decrease sentence d) Reverse decision e) Order a re-trial
Sentencing Options	discuss the rationale of sentencing describe the various types of sentences analyze various case studies recognizing the relationship of crime and punishment	a) Protection b) Retribution c) Punishment d) Rehabilitation a) Jail b) Fines c) Probation d) Conditional and Absolute Discharge
Correctional Institutions	differentiate between federal penitentiaries and provincial jails explain the purpose of each correctional institution describe the reception procedure, privileges, discipline, and informal prisoner hierarchy recognize the control on the prisoner's environment and lifestyle including such alternatives as temporary absences	Federal - 2 years and over Provincial - less than 2 years Maximum Security Medium Security Minimum Security Obtain pictures of the various correctional institutions Request guest speaker to describe what it is like in jail (Seven-Step Society)

TOPIC	LEARNING TASKS	TEACHING NOTES
Parole	<p>explain the purpose of parole and mandatory supervision</p> <p>describe the factors which determine the granting of parole</p> <p>explain the process and implications of obtaining both parole and pardon</p> <p>describe the history of and the current status of the National Parole Board</p>	<p>Attitude Plans for future Support system</p> <p>National Parole Board Publications Prepare a chart showing the evolution of the parole board</p> <p>Obtain samples of forms used to obtain a pardon</p>
After Care Agencies	<p>discuss the place and purpose of after care agencies</p>	<p>Howard House Grierson Seven Steps Elizabeth Fry</p> <p>Contact guest speakers to discuss the assistance provided by the agencies</p>
Youth and Crime	<p>discuss legislation related to young offenders</p> <p>explain the rights of the individual for a breach of juvenile law and review the potential penalties</p>	<p>Young Offenders Act</p>

MODULE 8: CONSUMER LAW

Status: Elective -- Law 20 or 30

Purpose: To investigate and apply the laws governing common consumer transactions.

TOPIC	LEARNING TASKS	TEACHING NOTES				
Consumer Law as Contract Law	<p>The student will be able to:</p> <p>list and explain the necessary elements of a contract as related to consumer purchases</p> <p>explain the rationale behind Consumer Protection Legislation</p>	<p>a) Offer and acceptance</p> <p>b) Consideration</p> <p>c) Capacity</p> <p>d) Genuineness</p> <p>e) Legal Purpose</p> <p>Prepare a chart showing various types of consumer contracts</p> <p>a) Absolute sales</p> <p>b) Conditional sales</p> <p>c) Rental</p>				
Bailments	<p>define bailment, bailor, and bailee</p> <p>recognize the various types of bailments</p> <p>distinguish between gratuitous and reward bailments</p> <p>describe the rights and responsibilities of bailors and bailees in specific situations</p> <p>analyze case problems as to the legal implications of specific situations</p> <p>define liens and explain how they affect bailments</p>	<p>Collect and display various bailments</p> <p>a) Parking</p> <p>b) Rental</p> <p>c) Repair</p> <p>d) Storage</p> <p>e) Liens</p> <p>Prepare a chart showing these responsibilities</p> <table border="1"><tr><td colspan="2">Responsibility</td></tr><tr><td><u>Bailor</u></td><td><u>Bailee</u></td></tr></table>	Responsibility		<u>Bailor</u>	<u>Bailee</u>
Responsibility						
<u>Bailor</u>	<u>Bailee</u>					
Buying and Selling	<p>compare and contrast the concepts of ownership and possession</p> <p>describe the four major types of sales</p>	<p>R.S.A. 1980</p> <p>Sale of Goods Act</p>				

LAW: 8:1

TOPIC	LEARNING TASKS	TEACHING NOTES
Buying and Selling (cont'd)	<p>apply this knowledge to specific case problems</p> <p>define chattel mortgages and describe the rights and responsibilities of the parties involved</p> <p>explain the elements of the Direct Sales Cancellation Act in Alberta</p>	<p>R.S.A. 1980 Direct Sales Cancellation Act</p>
Regulatory Laws	<p>describe the various regulatory laws relating to consumption in Alberta and Canada</p> <p>explain the effectiveness of the regulatory laws</p> <p>explain the steps involved in declaring bankruptcy in Alberta</p>	<p>Prepare a chart listing these laws with a short explanation</p> <p>Sales of Goods Act Direct Sale Cancellation Act Licencing Acts Unfair Trade Practices Act Combines Investigation Act Bankruptcy Act Food and Drug Act Packaging and Labelling Act Hazardous Products Act Weights and Measures Act</p>
Helping Agencies	<p>describe various helping agencies</p> <p>investigate and report on their effectiveness</p> <p>request speaker from Department of Consumer and Corporate Affairs to discuss consumer problems</p> <p>collect newspaper articles on consumer problems and discuss possible solutions</p> <p>define the steps to be taken in solving a consumer problem</p>	<p>Department of Consumer and Corporate Affairs - Federal Department of Consumer and Corporate Affairs - Provincial Better Business Bureau</p> <p>Speakers with consumer expertise from community or government agencies Better Business Bureau</p> <p>Columns such as S.O.S. in <u>Edmonton Journal</u></p>

MODULE 9: TORT LAW

Status: Elective -- Law 20 or 30

Purpose: To learn that an action, whether intentional or not, may cause harm to another, and that an individual may be held legally responsible for the consequences of that act.

TOPIC	LEARNING TASKS	TEACHING NOTES
Concept of Tort	<p>The student will be able to:</p> <p>define the meaning of TORT</p> <p>discuss the concept of responsibility for individual actions</p> <p>contrast the two types of torts</p>	<p>a "wrong"</p> <p>Prepare a chart comparing torts and crimes</p> <p>a) Intentional b) Unintentional</p>
Intentional Torts	<p>identify the three main types of intentional torts</p> <p>differentiate between the tort of trespass to land and the crime of trespass to land</p> <p>describe the various torts that may be committed against the person</p> <p>explain the difference between assault and battery</p> <p>explain what constitutes false arrest and false imprisonment</p> <p>distinguish between "libel" and "slander"</p> <p>understand the requirement of communication and the defences available</p> <p>differentiate between absolute privilege, qualified privilege and fair comment</p>	<p>a) Trespass to land b) Trespass to person c) Trespass to goods Prepare an illustration of these three torts</p> <p>R.S.A. 1980 Petty Trespass Act R.S.A. 1980 School Act</p> <p>a) Assault b) Battery c) False imprisonment d) Nervous suffering</p> <p>a) Assault - verbal b) Battery - physical</p> <p>Ask guest speaker from a store security office to discuss shoplifting</p> <p>Libel - written - permanent Slander - oral - spoken</p> <p>Collect newspaper articles for class discussion on the tort of defamation</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Intentional Torts (cont'd)	<p>define unauthorized appropriation of another's goods</p> <p>describe the law with regard to "found property"</p> <p>differentiate between actions that constitute "reasonable use of land" and activities that constitute nuisance</p> <p>differentiate between "public nuisance" and "private nuisance"</p> <p>describe the remedies available to persons injured through the tort of nuisance</p>	<p>Conversion - taking without intent of return</p> <p>Detinue - refusal to return</p> <p>injunction</p>
Unintentional Torts	<p>define negligence</p> <p>apply the criteria of the "Standard of the Reasonable Man"</p> <p>describe the three elements of proof in negligence</p> <p>describe the importance of the concepts of foreseeability and remoteness as applied to negligence</p> <p>distinguish between gross negligence and carelessness</p> <p>define the meaning of contributory negligence and give examples</p>	<p>Definition = doing or failing to do that which a reasonable man would do under like circumstances</p> <p>a) Duty of care b) Broken duty c) Loss</p>
Liability	<p>distinguish between the duty of care an occupier of property must give to an invitee, licensee, and a trespasser;</p> <p>explain allurements regarding child trespassers and relative occupier's liability</p> <p>identify situations of vicarious liability</p>	<p>Invitee - Fix Licensee - Warn Trespasser - None</p> <p>a) Employers b) Owners of automobiles c) Parents d) Partners</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Liability (cont'd)	<p>review the historical concept of strict liability</p> <p>illustrate how manufacturers can be liable for torts</p>	<p>a) animals b) dangerous materials</p> <p>Donahuge & Stevenson (1931)</p>
Remedies	<p>list and explain the four classifications of damages;</p> <p>define an injunction and explain its purpose</p> <p>recognize the need for indemnity funds for the satisfaction of uncollectible claims</p>	<p>Prepare a chart showing these four types with explanations of each: a) General b) Specific c) Punitive d) Nominal</p> <p>Uninsured Motor Vehicle Claims Fund</p> <p>Request a guest speaker from Motor Vehicle Claims Fund to explain the claims that will and will not be allowed</p>

MODULE 10: CONTROVERSIAL ISSUES

Status: Elective — Law 20 or 30

Purpose: To review various contemporary controversial legal issues that affect the individual.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Idea or Subject	define the concept	prepare a paper in proper research format including: a) title page b) table of contents c) main body d) bibliography e) footnotes
Historical Perspective	examine the historical implications and consequences and current theory on the subject	
Current Law	examine the law as presently upheld by society explain the various concepts related to the major topic	
Implications to Society	identify the present legal implications to society and the future compare the pros and cons of the major topic to society	
Topics	a) Capital Punishment b) Gun Control c) Minority Rights d) Abortion e) Sexual Assault f) Euthanasia g) Child Abuse h) Legal Reform i) Pollution j) Freedom of Information k) Alternatives to Prison l) Compensation for Crime m) Right to Strike n) Pornography and Censorship o) Computer Crime p) Drug Abuse q) Organized Crime r) Prison Reform s) Other	

LAW: 10:1

LEARNING RESOURCES

The prescribed learning resources are:

1. Gibson, Dwight & Murphy, Terry G., All About Law: Exploring the Legal System, John Wiley & Sons.
2. Jennings, W.H., and Zuber, T.G., Canadian Law, 3rd Ed., McGraw-Hill Ryerson Limited.
3. Liepner, Michael, Applying the Law, McGraw-Hill Ryerson Limited.
4. Spetz, Steven N., Take Notice: An Introduction to Canadian Law, Copp Clark Pitman.

The recommended learning resources are:

5. Murphy, Terry, G., and Jarman, F.E., All About Law, Student Workbook, John Wiley & Sons.
6. Murphy, Terry G., Gibson, D.L., Jarman, F.E., All About Law, Teacher's Manual, John Wiley & Sons.
7. Jennings, W.H., and Zuber, T.G., Canadian Law Workbook, 3rd Ed. McGraw-Hill Ryerson Limited.
8. Jennings, W.H., and Zuber, T.G., Canadian Law, Teacher's Key and Resource Book, McGraw-Hill Ryerson Limited.
9. Liepner, Michael, Casebook for Applying the Law, McGraw-Hill Ryerson Limited.
10. Liepner, Michael, Teacher's Manual and Key to Accompany Applying the Law, McGraw-Hill Ryerson Limited.
11. Spetz, Steven N., Take Notice Workbook, Copp Clark Pitman.
12. Spetz, Steven N., Take Notice, Teacher's Manual, Copp Clark Pitman.

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Law Subject Strand

COURSE CONTENT	LIEPNER APPLYING THE LAW	JENNINGS/ZUBER CANADIAN LAW	SPETZ TAKE NOTICE	GIBSON ALL ABOUT LAW
<p>1. Nature of Law and The Civil Law System</p> <p>a) Origin of Law b) Sources of Law c) Classification of Law d) Canadian Courts e) Doctrine of Precedent f) Rule of Law g) Civil Law System h) Applications of Civil Law i) Defences in Civil Law j) Compensation in Civil Law</p>	<p>Chapter 1 Chapter 1 Chapter 3 Chapter 3 Chapter 2 Chapter 2 Chapter 11 Chapter 11 Chapter 11 Chapter 11</p>	<p>Chapter 1 Chapter 1 Chapter 2 Chapter 3 Chapter 1 - Chapter 2 Chapter 2 Chapter 4 Chapter 4</p>	<p>Unit 1 Part I Unit 1 Part I Unit 1 Part I Unit 1 Part II Unit 1 Part I - Unit 5 Part IV - - -</p>	<p>Chapter 1 & 2 Chapter 3 Chapter 1 Chapter 3 Chapter 2 Chapter 1 Chapter 9 Chapter 9 Chapter 9 Chapter 9</p>
<p>2. Contract Law</p> <p>a) Contract, nature, types b) Offer and Acceptance c) Consideration d) Legal Capacity e) Genuine Consent f) Legal Purpose g) Assignment h) Limitation i) Breach j) Discharge</p>	<p>Chapter 13 Chapter 13 Chapter 13 Chapter 13 Chapter 13 Chapter 14 Chapter 14 Chapter 14 Chapter 14 Chapter 14</p>	<p>Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 14 Chapter 15 Chapter 16 Chapter 17</p>	<p>Unit 6 Part I Unit 6 Part I Unit 6 Part III Unit 6 Part II Unit 6 Part II Unit 6 Part III Unit 6 Part IV Unit 6 Part IV Unit 6 Part IV Unit 6 Part IV</p>	<p>Chapter 11 Chapter 11 Chapter 11 Chapter 12 Chapter 12 Chapter 12 Chapter 13 Chapter 13 Chapter 13 Chapter 13</p>

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Law Subject Strand

COURSE CONTENT	LIEPNER APPLYING THE LAW	JENNINGS/ZUBER CANADIAN LAW	SPETZ TAKE NOTICE	GIBSON ALL ABOUT LAW
3. Family Law				
a) Marriage	Chapter 26	Chapter 6	Unit 11 Part I	Chapter 21
b) Marriage Breakdown	Chapter 27	Chapter 6	Unit 11 Part I	Chapter 22
c) Wills and Estates	Chapter 29	Chapter 30	Unit 11 Part II	Chapter 24
d) Intestate Succession	Chapter 29	Chapter 30	Unit 11 Part II	Chapter 24
4. Basic Rights and Responsibilities				
a) Rights	Chapter 32	Chapter 5	Unit 3 -	Chapter 4
* b) Human Rights	Chapter 20	-	-	-
c) Civil Rights	-	Chapter 5	Unit 3 Part I	Chapter 4
d) Charter of Rights	-	Chapter 5	Unit 3 Part II	Chapter 4
e) Minority Rights	-	-	Unit 3 Part II	-
f) Legal Rights	Chapter 8	-	Unit 3 Part I	Chapter 6
* g) Student Rights	-	-	-	-
* h) Individual Rights	-	-	Unit 3 Part II	-
Protection Act				
* i) Right to Equality	-	-	-	-
* j) Conflict of Rights	-	-	-	-
5. Labour Law				
a) Employment Contracts	Chapter 20-21	Chapter 18,19	Unit 12 Part I	Chapter 19, 20
b) Labour Legislation	Chapter 22-24	Chapter 18,19	Unit 12 Part I	Chapter 19
c) Unions	Chapter 22	-	-	Chapter 19
d) Rights & Responsibilities	Chapter 22	Chapter 18,19	Unit 12 Part I	Chapter 19
e) Collective Bargaining	Chapter 23	-	Unit 12 Part I	Chapter 19
f) Management Labour Relations	Chapter 23	-	-	-

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Law Subject Strand

COURSE CONTENT	LIEPNER APPLYING THE LAW	JENNINGS/ZUBER CANADIAN LAW	SPEZ TAKE NOTICE	GIBSON ALL ABOUT LAW
6. Property Law				
a) Landlord and Tenant	Chapter 25	Chapter 29	Unit 10 Part III	Chapter 18
b) Rental Agreements	Chapter 25	Chapter 29	Unit 10 Part III	Chapter 18
c) Rights and Remedies	Chapter 25	Chapter 29	Unit 10 Part III	Chapter 18
d) Breach of Contract	Chapter 25	Chapter 29	Unit 10 Part III	Chapter 18
e) Termination	Chapter 25	Chapter 29	Unit 10 Part III	Chapter 18
* f) Assisting Agencies	-	-	-	-
g) Real Property	Chapter 25	Chapter 27, 28	Unit 10 Part I, II	Chapter 17
7. Criminal Justice System				
a) History of Criminal Law	Chapter 4	Chapter 2	Unit 2 Part I	Chapter 5
b) Nature of a Crime	Chapter 4	Chapter 2	Unit 2 Part I	Chapter 5
c) Police & Criminal Law	Chapter 8	-	Unit 3 Part I	Chapter 6
d) Specific Offences	Chapter 10	-	Unit 2 Part II	Chapter 8
e) Legal Aid	Chapter 5	Chapter 5	Unit 3 Part I	Chapter 6
f) Criminal Trials	Chapter 5	Chapter 2	Unit 2 Part IV	Chapter 7
g) Defences	Chapter 6	Chapter 2	Unit 2 Part III	Chapter 7
h) Appeals	Chapter 7	Chapter 3	Unit 2 Part IV	Chapter 5
i) Sentencing	Chapter 7	Chapter 2	Unit 2 Part V	Chapter 7
j) Correctional Institutions	Chapter 7	-	Unit 2 Part V	Chapter 7
k) Parole	Chapter 7	-	Unit 2 Part V	Chapter 7
l) After Care Agencies	-	-	-	-
m) Youth and Crime	Chapter 9	-	Unit 2 Part IV	Chapter 23

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Law Subject Strand

COURSE CONTENT	LIEPNER APPLYING THE LAW	JENNINGS/ZUBER CANADIAN LAW	SPETZ TAKE NOTICE	GIBSON ALL ABOUT LAW
<p>8. Consumer Law</p> <p>a) Consumer Law</p> <p>b) Bailments</p> <p>c) Buying and Selling</p> <p>d) Regulatory Laws</p> <p>* e) Helping Agencies</p>	<p>Chapter 16</p> <p>Chapter 18</p> <p>Chapter 16</p> <p>Chapter 17</p> <p>Chapter 17</p>	<p>Chapter 20</p> <p>Chapter 23</p> <p>Chapter 20</p> <p>Chapter 22</p> <p>-</p>	<p>Unit 9 Part I</p> <p>-</p> <p>Unit 7 Part I</p> <p>Unit 9 Part I, II</p> <p>-</p>	<p>Chapter 14</p> <p>Chapter 16</p> <p>Chapter 14</p> <p>Chapter 14, 15</p> <p>-</p>
<p>9. Tort Law</p> <p>a) Definition of Torts</p> <p>b) Intentional Torts</p> <p>c) Unintentional Torts</p> <p>d) Liability</p> <p>e) Remedies</p>	<p>Chapter 12</p> <p>Chapter 12</p> <p>Chapter 12</p> <p>Chapter 12</p> <p>Chapter 12</p>	<p>Chapter 4</p> <p>Chapter 4</p> <p>Chapter 4</p> <p>Chapter 4</p> <p>Chapter 4</p>	<p>Unit 5 Part I</p> <p>Unit 5 Part I</p> <p>Unit 5 Part II</p> <p>Unit 5 Part III</p> <p>-</p>	<p>Chapter 10</p> <p>Chapter 10</p> <p>Chapter 10</p> <p>Chapter 10</p> <p>Chapter 9</p>
<p>10. Controversial Issues</p> <p>Many of these items are dealt with in "Pursuit of Justice": John Wiley and Sons</p>				

* Topics so marked are not available in the prescribed resources. Information is available in the listed recommended and supplementary resources.

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